

## **PROJECT OBJECTIVES, GOALS, AND IMPLEMENTATION (POGI)**

### **FY 2022 Hip Hop Collaboration (Next Level)**

**Funding Opportunity Number: SFOP0008655**

### **Office of Citizen Exchanges – Cultural Programs Division**

The POGI guidelines apply specifically to the Notice of Funding Opportunity (NOFO) issued by the Office of Citizen Exchanges, Cultural Programs Division for the FY 2022 Creative Arts Exchange: Next Level. Your proposal must conform to the solicitation, the guidelines stated in this document, and the standard Proposal Submission Instructions (PSI). Any application not adhering to the conditions set forth herein may be deemed technically ineligible. These guidelines are specific to the program mentioned above and are IN ADDITION TO the Standard Guidelines outlined in the PSI. If there is a perceived disparity between the standard and program specific guidelines and the program information supplied in the accompanying are IN ADDITION TO the Standard Guidelines outlined in the PSI. If there is a perceived disparity between the standard and program specific Guidelines and the program information supplied in the accompanying letter of solicitation, the letter of solicitation is to be the dominant reference.

## **I. STATEMENT OF WORK**

The responsibilities of the award recipient and ECA's Cultural Programs Division are outlined below:

### **A. Award Recipient Responsibilities**

In consultation with ECA program staff and as part of the program planning once a grant has been finalized, the award recipient will be responsible for the following:

#### **Participant Selection**

1. Design, organize and implement a transparent, open, and merit-based competition process to select approximately 20 U.S. hip hop performing and visual artists based on relevant selection criteria.
2. Suggest possible foreign participants for the U.S.-program, and then work with U.S. Embassy and Mission staff members to coordinate the recruitment and approval of approximately 12 foreign participants and alternates;
3. Based on qualifications, recommend participants to ECA for review and approval; and
4. Inform Embassy staff of final U.S. and foreign participant selections.

#### **Program Development and Management**

1. Plan and develop, through close collaboration with ECA and our U.S. Embassies and Missions, substantial overseas programming that should include workshops, public performances, and other outreach programming to engage young people and effectively convey entrepreneurial and conflict resolution strategies through hip hop; ECA, the recipient and the U.S. embassies will mutually agree on the timing and format of the U.S. program components and overseas tours. Virtual or in-person orientations should be scheduled far enough in advance for the participants to be fully

prepared for their rigorous overseas programs. Proposals should contain a detailed timeline annotating dates of each program component along with a contingency plan should health or safety concerns prevent in-person programming.

2. Work with Embassy and Consulate staff on venue selection, program dates, and interpretation services (if needed) and the full array of overseas programming logistics, including but not limited to:
  - Arranging staff advance trips to each country for program planning purposes.
  - Coordinating all international and domestic travel arrangements for all participants.
  - Securing local transportation and lodging arrangements for all participants.
  - Managing all financial and administrative arrangements for the participants.
  - Securing visas for the U.S. participants and communicating with U.S. participants about immunizations and health insurance.
  - Finalizing daily schedules for the overseas and U.S. programs at least two weeks before the start date of each program.
  - Pivoting to a virtual program model if in-person travel is not approved by ECA.
  - Procuring music-making equipment to leave with an overseas partner organization in each country, establishing a plan with the local partner for the utilization and upkeep of the equipment.
  - Providing on-going, timely and detailed information to the Cultural Programs Division regarding program schedules, music-making equipment management, venue logistics, and workshop results.
  - Providing day-to-day monitoring of the program to prevent and/or manage any issues or complications that may arise.
  - Working in consultation with ECA on the implementation of the program, providing timely progress reports to ECA, and complying with financial and program reporting requirements.
  - Designing and implementing an evaluation plan that assesses the impact and results of each program component.
  - Managing all financial aspects of the program, including stipend disbursements to the participants and management of sub-award relationships with partner organizations, if applicable.
  - Outlining in detail all the duties and responsibilities of U.S. organizations with which you plan to partner, describing work requirements and providing representative budgets; and
  - Arranging a de-briefing session for both U.S. and international participants for purposes of evaluation and to summarize the project activities at the end of each overseas program.
3. Work with ECA to organize an in-person or virtual pre-departure orientation for the U.S. participants that will include media training, cultural briefings, and a general context for their diplomatic role as Department of State program participants.
4. Prepare foreign artists for participation in the U.S. professional development program, in coordination with the U.S. Embassy.
5. Design and administer a micro-grant program for the foreign participants to implement community-based follow-on projects in their home countries. The micro-grant follow-on component should also include a virtual mentorship element between the U.S. and foreign artists.

6. Organize and implement, in consultation with ECA, a media and marketing strategy that will highlight the program to both the international and U.S. public. Plans can include, but are not limited to, program branding, press strategy, press/media packets, program website, and social media strategies. The award recipient will work closely with U.S. Embassy and Consulate public relations staff members to ensure that participants are briefed on current political and social issues in each overseas country.
7. Prepare necessary educational and promotional materials that support the program. All materials and correspondence related to the program will acknowledge it as a program of the Bureau of Educational and Cultural Affairs of the U.S. Department of State. The Bureau will retain copyright use of and be allowed to distribute materials related to this program as it sees fit.

## **B. Substantial Involvement and Department of State Responsibilities**

In a Cooperative Agreement, the Cultural Programs Division is substantially involved in program activities above and beyond routine grant monitoring. The Program office may request that the award recipient make modifications to the exchange and travel components of the program. The award recipient will be required to obtain approval of significant program changes in advance of their implementation. The program office will also perform an annual performance evaluation/review.

Specific responsibilities of the ECA program staff will include the following:

1. Approve the design and implementation strategies for all program components.
2. Work with posts and Regional Bureaus to identify program countries and provide contact information for the U.S. missions to the award recipient. ECA will consider those countries that are of greatest importance to the Department of State's public diplomacy mission to build mutual understanding in the selected world region(s).
3. Actively participate in the U.S. artist selection process. ECA will also review and maintain final approval of all project participants.
4. Approve pre-planned and contingency virtual program plans; and logistical arrangements.
5. Approve all media and public relations strategies, including press releases.
6. Issue DS-2019 forms to foreign participants.
7. Work with the award recipient to enroll participants in a health insurance plan for the period of the exchange. Participants can be enrolled in the Bureau's Accident and Sickness Program for Exchanges (ASPE) with no charge to the cooperative agreement; Alternatively, you may use your own plan if it offers the same or better coverage- and costs no more than \$50 per person per month; premiums may be included in the agreement request.
8. Monitor and evaluate the program through regular communication and perform an annual performance evaluation/review.
9. Facilitate interaction within the Department of State, to include ECA, the regional bureaus, and overseas posts;
10. Review and approve micro-grant overseas follow-on projects developed by the foreign program participants to implement in their home countries;
11. Represent the U.S. Government at exchange events, such as program orientations and debriefings,
12. Arrange participation of Department of State officers in pre-tour briefings and any debriefings that might occur.

## **II. PROGRAM SPECIFIC GUIDELINES**

### **A. Overview & Program Description**

The Hip Hop Collaboration (Next Level) theme supports hip hop arts programming that incorporates artistic collaboration, entrepreneurial skills-building, outreach to youth to explore and address conflict resolution strategies, and diversity, equality, and inclusion. This program will incorporate multi-disciplinary hip hop collaborations to provide innovative opportunities to engage youth and underserved communities overseas and a professional development opportunity for select foreign artists. The impact of the program will be extended through the development of an international network of hip hop arts professionals and a creative film and/or media component to document this multidisciplinary community collaboration program.

Projects under this CAE theme must include at least three hip hop genres (beat making, dance, MC/spoken word, film and visual arts) to address leadership development, entrepreneurship and conflict resolution themes through the following three components:

1. Overseas programming including, but not limited to: workshops, master classes, community performances, and outreach events featuring U.S. hip hop artists who have entrepreneurial acumen, expertise in collaborating with community youth organizations, and experience conveying conflict resolution themes through their artistic work. Overseas activities must engage foreign youth educators/community leaders and local artists in support of community engagement. Project proposals must include two-week exchange programs in each of the designated countries. Pre-planned virtual programming options and contingency-virtual-activities should be included in the program plan. Proposals must describe strategies for including the broadest audiences, while ensuring substantive and effective programming focused on entrepreneurship, youth empowerment and conflict resolution;
2. Following the overseas portion of the program, working with the U.S. Embassies and Missions to recruit approximately 12 professional foreign hip hop artists, educators and/or community leaders from the partner countries to participate in a two-week U.S.-based professional development program to enhance follow-on programming and program sustainability. The U.S. program should include strategies for creating professional networks while furthering the youth leadership, conflict resolution, and entrepreneurial trainings initiated during the overseas programming. The U.S. program should also include a micro-grant component to fund community-based follow-on projects designed and administered by the foreign participants in their home countries with virtual mentorship from the U.S. artists;
3. Innovative uses of virtual platforms, video and/or other media as a program element and/or to document the collaborative process and the culminating multi-disciplinary project.

### **B. Goals & Objectives**

The objective of the Hip Hop Collaboration (Next Level) theme is to support ECA's mission to increase mutual understanding between the people of the United States and other countries, by emphasizing shared social and cultural values. The program will showcase the role of multidisciplinary artists as vibrant, engaged, and innovative partners in addressing broader social issues important to communities worldwide. It is designed to stimulate dialogue and promote cross-cultural collaboration through multidisciplinary hip hop workshops and performances, while simultaneously reaching out to young audiences and transferring entrepreneurial skills. International audiences will have opportunities to engage with American artists and learn about American cultural history as well as contemporary culture. The American artists will learn about the societies and cultures

of the host countries and share their experiences upon returning home. Participating U.S. artists and foreign communities will strengthen connections and establish lasting relationships through the mutual engagement fostered by the overseas projects, performances, and U.S.-based workshop.

### **C. Program Dates**

This cooperative agreement will begin on or about September 1, 2022, pending the availability of FY 2022 funds. Each of the two-week overseas programs and the one-two week U.S. program may begin at a time that is mutually agreed upon by ECA, the award recipient, and the U.S. Embassies and Missions, but should begin within nine months of the award date. The U.S. workshop for foreign artists will take place after all of the overseas projects are complete. Proposals will need to contain a detailed timeline annotating dates of each program component.

### **D. Program Implementation & Management**

Proposals must describe the applicant's track record and capacity for implementing innovative international arts exchange programs. Applicants and their partner organizations must also demonstrate the ability to develop projects that address the specific participant profile and the goals and themes outlined in the NOFO. The overseas programming will consist of workshops, master classes, public performances, and media activities that are developed with local in-country youth, educational, and arts organizations, and in close consultation with ECA and our U.S. Embassies and Missions overseas. U.S. programming should be designed to provide substantial and in-depth residencies in order for foreign participants to work with their American peers, while also developing their entrepreneurial skills and increasing their knowledge of a full-range of strategies and techniques for conveying conflict resolution themes to young people through hip hop music, dance, film, and/or the visual arts.

Proposals should include a staffing pattern that details how staff will share responsibilities. The award recipient must designate a **project manager** to oversee the program and all of the corresponding projects, coordinate logistical, budgetary, and administrative arrangements, ensure all of the interests of the various stakeholders are represented, serve as a primary point of contact for the Bureau, and initiate, facilitate, manage, and monitor communications between all of the parties involved in the program. Applicants must also designate a filmmaker or videographer to coordinate and fulfill the film/media documentation element of this program.

In consultation with ECA, the award recipient will arrange participant orientation sessions for the U.S. participants and develop any necessary pre-departure and welcome materials, which may include a program agenda, itinerary, and country background notes. ECA will coordinate participation of Department of State officers in pre-tour briefings and any debriefings that might take place in the United States. Additionally the award recipient will provide detailed residency programming information to the foreign participants including all logistical details related to their stay in the United States, as well as a detailed daily schedule. Throughout the planning process for both the overseas and U.S. programs, the award recipient will maintain consistent and detailed communication with our U.S. Embassies and Missions overseas, and ECA.

### **E. Participant Recruitment & Selection**

ECA envisions that this project will fund approximately 20 professional American artists specializing in hip-hop art forms to present workshops, master classes, and performances to youth audiences overseas. In addition to their artistic expertise, the U.S. participants must have entrepreneurial acumen, knowledge of conflict

resolution strategies, and leadership development techniques that are effective with young people. U.S. participants should have experience collaborating with educational, after-school, and/or community programs that utilize hip hop to communicate about these themes to young audiences. Emphasis should be placed on recruiting women participants. The U.S. participants should be professional artists who are U.S. citizens and at least 18 years of age. ECA is willing to consider exceptions to the age criteria on a case-by-case basis.

Foreign participants who attend the overseas workshops and performances should be from the widest possible range of diverse community groups. This project is especially intended to include young participants from underserved communities who may have limited access to U.S. artists.

Foreign participants from the selected overseas countries who participate in the U.S.-based program will be identified by the award recipient and vetted and approved by the relevant U.S. Embassies and Missions and ECA. Ideal candidates are hip hop artists who are at least 18 years of age and who will collaborate with their local communities and extend the multiplier effect of this program through continued work with young people. All foreign participants must travel to the United States on J-1 visas. Please see the separate section about J-1 visa requirements.

## **F. PROGRAM PERFORMANCE MONITORING AND EVALUATION (M&E)**

A performance monitoring framework is vital to tracking the performance and the direction, pace, and magnitude of change that result from ECA programs. This section pertains to performance monitoring in particular – as this type of monitoring is distinct from grants monitoring or other program monitoring discussed elsewhere in this solicitation. Performance monitoring is designed to assess progress against established goals and objectives across the Bureau and as established for each award.

The Bureau recommends the use of a Performance Monitoring Plan (PMP) to establish your performance monitoring plans for each award. The PMP is an important part of any proposal, as it outlines how the applicant plans to track progress towards the proposed program's goals and objectives through indicators and corresponding data collection questions. These corresponding data collection questions help ensure that the data is being collected in a uniform way across the entire Bureau.

For the FY 2022 Next Level proposal and the resulting cooperative agreement, the Bureau recommends the applicant include the programmatic objectives and indicators listed below:

- **Objective 1:** Advance Participant and Beneficiary Cross-Cultural Competence and Global Perspective
  - Sub-Objective 1.1: Promote Cultural Exchanges and Enhance Understanding between Participants and their Host Communities
    - E1.1.04: Percent of participants with more favorable opinions of the United States Government
    - E1.1.09: Percent of participants who traveled abroad for the first time because of their program
    - E1.1.10: Percent of foreign participants who traveled to the United States for the first time during their program
    - E1.1.17: Percent of foreign participants with more favorable opinions of the American people

- E1.1.18: Percent of foreign participants indicating an increase in understanding of United States culture and values
  - E1.1.19: Percent of participants agreeing with statements in support of democratic values
- **Objective 2:** Increase the Impact that Participants and Alumni have on their Communities / Countries
  - Sub-Objective 2.2: Foster participants' belief that civic engagement benefits communities/countries
    - E2.2.01: Percent of participants who have more confidence in their ability to have an impact in their home country
- **Objective 3:** Strengthen Engagement Among Participants, Alumni, Beneficiaries, and Institutions
  - E3.0.02: Percent of foreign participants who report increasing their network of Americans
  - E3.0.07: Percent of participants who identify as a Department of State program participant
- **Objective 4:** Strengthen Personal, Professional, and Technical Abilities and Aptitudes of Participants and Beneficiaries
  - E4.0.03: Percent of participants reporting an increase in soft skills as a result of exchange program participation
  - E4.0.05: Percent of participants who report an increase in technical skills as a result of exchange program participation
  - Sub-Objective 4.1: Participants Engage in Language, Academic, Professional, and Cultural Exchange Programs
    - E4.1.01: Total number of participants
    - E4.1.02: Total number of program cohorts
- **Objective 5:** Increase the Contribution of Exchange Programs to Local Economies in the U.S., and Engagement of U.S. Businesses, Non-Government Organizations, and Educational Institutions in ECA Programming
  - Sub-Objective 5.3: Exchange Participants Support Local Economy During their Visit
    - E5.3.01: Amount of U.S. dollars spent by foreign exchange participants during their exchange
- **Objective 8:** Enhance the Quality and Effectiveness of ECA Programs by Leveraging the Bureau's Resources, Policy, and Stakeholder Relationships
  - E8.0.01: Dollar amount (\$) spent on monitoring and evaluation activities
  - E8.0.03: Response rate for participant surveys

ECA recommends that applicants use the indicators listed in this section as the minimum requirement for measurement. Applicant-designed objectives and indicators that are specific to the proposed program and this proposal should be added as necessary to sufficiently measure the relevant proposed program outputs, outcomes, and impact over the course of the proposed period of performance

### **PMPs**

Please see below for a sample PMP and accompanying instructions. While ECA recommends the applicant use the format provided, this is not a requirement. However, all content present below should be included in any presentation of a PMP that the applicant submits. Successful PMPs should include the following:

- Programmatic objectives, which are statements of the condition(s) or state(s) the program is designed to achieve. Objectives are therefore bound by the resources and timeframe of the program and must be specific, measurable, attainable, relevant and time-bound (SMART). In addition to those outlined above, the applicant may propose other program objectives from the Functional Bureau Strategy, MODE Results Framework (both found here: <https://eca.state.gov/about-bureau>) or other applicant-designed program-specific objectives. For more information on SMART see the ECA Evaluation Division's website: <https://eca.state.gov/impact/eca-evaluation-division/capacity-building>. ECA recommends the proposed PMPs include a minimum of one programmatic objective for each goal included in the PMP.
- Performance indicators are measures used to gauge progress toward programmatic objectives. Indicators should be as specific as possible (following the SMART principles) and include any proposed disaggregations.
  - In addition to those outlined above, the applicant may propose additional program-specific indicators in the PMP.
  - ECA recommends the proposed PMPs include a minimum of one indicator for each programmatic objective.
  - Baseline data (whether collected specifically for the program at the beginning of the award or from a previously existing source) for each indicator shall be included where relevant, as well as the target number to be achieved for each indicator.

The onus will be on the Bureau to measure outcomes of ECA participants at one-, three-, and five-years after their exchange has ended to capture the long-term impact of ECA programming. Award recipients are responsible for collecting indicator data on participant outcomes only during the period of performance of the exchange itself (see the PMP for guidelines as to when these data collection efforts should occur).

## PERFORMANCE MONITORING PLAN

<b>Applicant Name:</b>	Example Organization
<b>Fiscal Year and Program Title:</b>	FY## Example Program
<b>Funding Opportunity #:</b>	SFOP000XXXX

**Instructions:** A performance monitoring plan (PMP) describes the proposed indicators to be captured that demonstrate progress toward achieving the objectives of the program. The table below includes the recommended programmatic objectives and indicators as indicated in the solicitation document. Within this table, please provide any additional applicant-designed objectives and indicators that are specific to the proposed program that measure the relevant outputs, outcomes, and impact over the course of the award's proposed period of performance. (Note: the placement of two rows for applicant-designed indicators is arbitrary – the applicant can add or delete rows as necessary).

While ECA recommends the applicant use the format provided, this is not a requirement. However, all content present below should be included in any presentation of a PMP that the applicant submits. Successful PMPs should include the following:

**Completion:** All components of the PMP are included.



**Inclusion of ECA standard indicators:** Includes the standardized ECA indicators pre-populated in the PMP template and listed in the solicitation without any adapting of the definitions, data sources, collection timelines and responsible entities.

**Baselines and targets:** Baselines and targets are included and realistic. If there is no baseline to report, there should be a plan for how to obtain or produce the value in the future.

If the applicant chooses to include any *applicant-designed objectives* and indicators, successful applicants will include the following elements:

**SMART Objectives and Indicators:** Objectives and Indicators should follow SMART principles

([https://eca.state.gov/files/bureau/a\\_good\\_start\\_with\\_smart.pdf](https://eca.state.gov/files/bureau/a_good_start_with_smart.pdf)).

**Details of indicators:** All basic information of the indicators (definition, data source and question, collection timeline and responsible entity) should be included. The definitions of the standardized ECA indicators should be used as examples of what to include and the format.

**Depth of indicators:** Outcomes should be used where possible to demonstrate if a program is meeting its objectives. While outputs are important to understand if a program achieved what it was meant to do, outcomes demonstrate the larger effect of the program.

**Indicator Structure:** Ensures that the indicator does not measure multiple things (participants AND host families), does not start with a direction (“Increase” is a result, “Number of” is an indicator), and should reports numeric data (“good test results” is not an indicator)

**Redundancy:** There should be a clear and distinct reason for each indicator, and the indicator should not overlap with ECA standard indicators. Each indicator should be clearly linked to either an ECA standard objective or a custom objective.

**Consistency with ECA Indicators:** Key terms are defined the same way. Disaggregations align where appropriate, and calculations follow the same structure.

### **Definitions of PMP Columns**

**Performance Indicator:** An observable or measurable characteristic that indicates the extent to which a program objective is being achieved. Specify if the indicator is an ECA standard indicator or a custom indicator.

**Definition:** Clarifies all terms necessary, provides details on how to calculate the data collected to measure the change expected, and includes any disaggregation (male/female; country; region; age; etc.) that needs to be reported for the indicator.

**Baseline:** The value of an indicator before the implementation of a program

**Target:** Specific, planned level of result to be achieved within an explicit timeframe

**Data Source and Question:** Specifies how the data will be obtained (such as a survey, observation, interview, etc.) and the **mandatory** question linked to the data collection.

**When to Collect:** Specifies when the indicator will be measured, for example: post-program, end of award, etc.

- A post-program collection should occur no earlier than before the participant departs the United States and no later than 6 weeks after an activity has ended
- Award recipients are responsible for collecting indicator data on participant outputs and outcomes during the period of performance of the exchange itself. Any anticipated data collection that occurs post-program should include specific details of when the data collection will occur. Note: The onus will be on the Bureau to measure outcomes of ECA participants at one-, three-, and five-years after their exchange has ended to capture the long-term impact of ECA programming.

**Entity Responsible:** Person or entity responsible for collecting the data

Performance Indicator	Definition	Baseline	Target	Data Source and Question	When to Collect	Entity Responsible
<b>ECA Objective 1:</b> Advance participant and beneficiary cross-cultural competence and global perspective						
<b>ECA Sub-Objective 1.1:</b> Promote cultural exchanges and enhance understanding between participants and their host communities						
E1.1.04: Percent of participants with more favorable opinions of the United States Government	<p><u>Participant</u> - A person who has directly participated in an ECA exchange program. Note that participants also include ECA's Office of Private Sector Exchange's (ECA/EC) "Exchange Visitors."</p> <p><b>Counting Frequency</b> Each respondent should only be counted once in the reporting year following their program completion.</p> <p><b>Calculations</b> To calculate percentage, numerator will be number of respondents who select "much more favorable" OR "somewhat more favorable" on the survey question. The denominator will be the total number of survey respondents. Divide the numerator by the denominator and then multiply by 100 for the percent value.</p>	0	To be completed by the applicant	<p>Survey (self-reported data)</p> <p>Did your views of the United States government change as a result of your exchange program participation?</p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul> <p>If YES:</p> <p>How did your views of the United States government change? Are your views:</p> <ul style="list-style-type: none"> <li>• Much less favorable</li> <li>• Somewhat less favorable</li> <li>• Somewhat more favorable</li> <li>• Much more favorable</li> </ul>	Post-Program	Award recipient
E1.1.09: Percent of participants who traveled abroad for the first time because of their program	<p><u>Participant</u> - A person who has directly participated in an ECA exchange program. Note that participants also include ECA's Office of Private Sector Exchange's (ECA/EC) "Exchange Visitors."</p>	0	To be completed by the applicant	<p>Survey (self-reported data)</p> <p>Before this exchange program, had you traveled outside of your home country?</p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul> <p>If YES:</p>	Post-Program	Award recipient

	<p><u>Abroad</u> – A country outside of one’s home country</p> <p><b>Counting Frequency</b> Each respondent should only be counted once in the reporting year following their program completion.</p> <p><b>Calculations</b> To calculate percentage, numerator will be number of respondents who answered “no” to the first question while the denominator will be the total number of survey respondents. Divide the numerator by the denominator and then multiply by 100 for the percent value.</p>			<p>Why did you travel outside of your home country? <i>Select all that apply.</i></p> <ul style="list-style-type: none"> <li>• Tourism</li> <li>• Visit friends/family</li> <li>• Participation in another U.S. Department of State exchange program (including U.S. Embassy-sponsored exchanges)</li> <li>• Participation in a non-U.S. Department of State exchange</li> <li>• Study</li> <li>• Work</li> <li>• Other: _____ [write-in]</li> </ul>		
E1.1.10: Percent of foreign participants who traveled to the United States for the first time during their program	<p><u>Participant</u> - A person who has directly participated in an ECA exchange program. Note that participants also include ECA’s Office of Private Sector Exchange’s (ECA/EC) “Exchange Visitors.”</p> <p><b>Counting Frequency</b> Each respondent should only be counted once per reporting year following their program completion.</p> <p><b>Calculations</b> To determine the percent value, numerator is number of respondents who reply “no” to the first question while denominator will be the total number of survey</p>	0	To be completed by the applicant	<p>Survey (self-reported data)</p> <p>Before this exchange program, had you traveled to the United States?</p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul> <p>If YES:</p> <p>Why did you travel to the United States? <i>Select all that apply.</i></p> <ul style="list-style-type: none"> <li>• Tourism</li> <li>• Visit friends/family</li> <li>• Participation in another U.S. Department of State exchange program (including U.S. embassy-sponsored exchange programs)</li> <li>• Participation in a non-U.S. Department of State exchange</li> </ul>	Post-Program	Award recipient

	respondents. Divide the numerator by the denominator and then multiply by 100 for the percent value.			<ul style="list-style-type: none"> <li>• Study</li> <li>• Work</li> <li>• Other: _____ [write-in]</li> </ul>		
E1.1.17: Percent of foreign participants with more favorable opinions of the American people	<p><b>Participant</b> - A person who has directly participated in an ECA exchange program. Note that participants also include ECA’s Office of Private Sector Exchange’s (ECA/EC) “Exchange Visitors.”</p> <p><b>Counting Frequency</b> Each respondent should only be counted once in the reporting year following their program completion.</p> <p><b>Calculations</b> To determine the percent value, numerator is number of respondents who reply “much more favorable” OR “somewhat more favorable” while the denominator will be the total number of survey respondents. Divide the numerator by the denominator and then multiply by 100 for the percent value.</p>	0	To be completed by the applicant	<p>Survey (self-reported data)</p> <p>Did your views of the American people change as a result of your exchange program participation?</p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul> <p>If YES:</p> <p>How did your views of the American people change? Are your views:</p> <ul style="list-style-type: none"> <li>• Much less favorable</li> <li>• Somewhat less favorable</li> <li>• Somewhat more favorable</li> <li>• Much more favorable</li> </ul>	Post-Program	Award recipient
E1.1.18: Percent of foreign participants indicating an increase in understanding of United States culture and values	<p><b>Participant</b> - A person who has directly participated in an ECA exchange program. Note that participants also include ECA’s Office of Private Sector Exchange’s (ECA/EC) “Exchange Visitors.”</p> <p><b>Counting Frequency</b></p>	0	To be completed by the applicant	<p>Survey (self-reported data)</p> <p>How much did participation in the exchange program change your understanding or knowledge of each of the following topics?</p> <ul style="list-style-type: none"> <li>• United States democracy</li> <li>• United States economy</li> <li>• Foreign affairs of the United States</li> </ul>	Post-Program	Award recipient

	<p>Each respondent should only be counted once in the reporting year following their program completion.</p> <p><b>Calculations</b>  Responses to each item should be scored in the following manner:  No change – 1  Minimal change – 2  Moderate change – 3  Substantial change – 4</p> <p>The response scores for each item should be summed and divided by the number of items they responded to in order to give a total question score for each respondent.</p> <p>To determine the percent value, numerator is number of respondents whose total question score is 2 or greater while the denominator will be the total number of survey respondents. Divide the numerator by the denominator and then multiply by 100 for the percent value.</p>			<ul style="list-style-type: none"> <li>• Domestic affairs in the United States</li> <li>• United States values and culture</li> <li>• Daily life in the United States</li> <li>• Religious and ethnic diversity in the United States</li> <li>• Freedom of speech and press in the United States</li> <li>• Voluntary community service in the United States</li> </ul> <p>[Scale: No change, Minimal change, Moderate change, Substantial change]</p>		
E1.1.19: Percent of participants agreeing with statements in support of democratic values	<p><u>Participant</u> - A person who has directly participated in an ECA exchange program. Note that participants also include ECA's Office of Private Sector Exchange's (ECA/EC) "Exchange Visitors."</p> <p><u>Democratic values</u> - The ideas or beliefs that make a society fair, including:</p>	0	To be completed by the applicant	<p>Survey (self-reported data)</p> <p>To what extent do you agree or disagree with the statements below?</p> <ul style="list-style-type: none"> <li>• Voting is important because real decisions are made in elections</li> <li>• Free and fair elections are the cornerstone of democracy</li> </ul>	Post-Program	Award recipient

	<p>democratic decision-making, freedom of speech, equality before the law, social justice, equality, social justice.</p> <p><b>Count Frequency</b> Each respondent should only be counted once in the reporting year following their program completion.</p> <p><b>Calculations</b> Responses to each item should be scored in the following manner: Strongly disagree – 1 Disagree – 2 Neither disagree nor agree – 3 Agree – 4 Strongly agree – 5 I don’t know/I can’t ascertain – 0</p> <p>To determine the percent value, numerator is the number of respondents whose average question score is greater than or equal to 4 on a 1-5 scale while the denominator will be the total number of survey respondents. Divide the numerator by the denominator and then multiply by 100 for the percent value.</p>			<ul style="list-style-type: none"> <li>• An independent media is important to the free flow of information</li> <li>• All citizens in a country should have equal rights and protections under the law, regardless of circumstances</li> <li>• The rule of law is fundamental to a functioning democracy</li> <li>• Individuals have the right to free speech and to voice opposition</li> <li>• Organizations have the right to free speech and to voice opposition</li> <li>• Democratic principles enhance the workplace. Supervisors should incorporate democratic principles into their management practices</li> </ul> <p>[Scale: Strongly disagree, Disagree, Neither disagree nor agree, Agree, Strongly agree, I don’t know/I can’t ascertain]</p>		
<b>ECA Objective 2:</b> Increase the impact that participants and alumni have on their communities / countries						
<b>ECA Sub-Objective 2.2:</b> Foster participants’ belief that civic engagement benefits communities/countries						
E2.2.01: Percent of participants who have more confidence in their ability to have an impact in their home country	<u>Participant</u> - A person who has directly participated in an ECA exchange program. Note that participants also include ECA’s Office of Private Sector Exchange’s	0	To be completed by the applicant	Survey (self-reported data)  As a result of your program participation, how has your confidence in each of the following changed?	Post-Program	Award recipient

	<p>(ECA/EC) “Exchange Visitors.”</p> <p><u>Home community</u> - The community that the program participant originates from and will return to at the conclusion of the program.</p> <p><u>Home country</u> - The country in which the program participant resides.</p> <p><b>Count Frequency</b> Each respondent should only be counted once in the reporting year following their program completion.</p> <p><b>Calculation</b> To determine the percent value, numerator is number of respondents that responded “more confident” to the statement about their ability to make a difference in the ‘community where I live’ while the denominator will be the total number of survey respondents. Divide the numerator by the denominator and then multiply by 100 for the percent value.</p>			<ul style="list-style-type: none"> <li>• I have the ability to make a difference in the <b>community</b> where I live</li> <li>• I have the ability to make a difference in the <b>country</b> where I live</li> <li>• I have the ability to make a difference in the <b>global community</b></li> </ul> <p>[Scale: I am less confident; No change in confidence, I am more confident]</p>		
<b>ECA Objective 3:</b> Strengthen engagement among participants, alumni, beneficiaries, and institutions						
E3.0.02: Percent of foreign participants who report increasing their network of Americans	<p><u>Participant</u> - A person who has directly participated in an ECA exchange program. Note that participants also include ECA’s Office of Private Sector Exchange’s (ECA/EC) “Exchange Visitors.”</p>	0	To be completed by the applicant	<p>Survey (self-reported data)</p> <p>Are you still in contact with any Americans you met during your program exchange?</p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	Post-Program	Award recipient



	<p><u>Network</u> - An interconnected or interrelated group or system. In the context of MODE, this refers to an interconnected or interrelated group intentionally convened, sustained, or otherwise facilitated through ECA programming.</p> <p><b>Count Frequency</b> Each respondent should only be counted once in the reporting year following their program completion.</p> <p><b>Calculations</b> To determine the percent value, numerator is number of respondents who reply “yes” to the first question item while the denominator will be the total number of survey respondents. Divide the numerator by the denominator and then multiply by 100 for the percent value.</p>			<p>If YES:</p> <p>Are the contacts you maintain with Americans personal, professional, or both?</p> <ul style="list-style-type: none"> <li>• Personal</li> <li>• Professional</li> </ul> <p>Both personal and professional</p>		
E3.0.07: Percent of participants who identify as a Department of State program participant	<p><u>Participant</u> - A person or group of persons that has directly participated in an ECA exchange program. Note that participants also include ECA’s Office of Private Sector Exchange’s (ECA/EC) “Exchange Visitors.”</p> <p><u>Alumni</u> - Program participants who have been exposed to at least 36 hours of an exchange or a cultural exchange element</p>	0	To be completed by the applicant	<p>Survey (self-reported data)</p> <p>Do you consider yourself a participant of a U.S. Department of State program?</p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	Post-Program	Award recipient

	<p>with the possibility of sustained networking.</p> <p><b>Count Frequency</b> Each respondent should only be counted once in the reporting year following their program completion.</p> <p><b>Calculations</b> To calculate percentage, numerator will be number of participants who answered “yes” in response to the survey question. The denominator will be the total number of survey respondents. Divide the numerator by the denominator and then multiply by 100 for the percent value.</p>					
<b>ECA Objective 4:</b> Strengthen personal, professional, and technical abilities and aptitudes of participants and beneficiaries						
E4.0.03: Percent of participants reporting an increase in soft skills as a result of exchange program participation	<p><u>Soft skills</u> - Qualities and behaviors an individual demonstrates to interact with others effectively. Examples include communication, listening, self-awareness, awareness of others, self-initiative, cognitive competence skills, self-confidence, resourcefulness/resilience, and decision-making and problem-solving skills.</p> <p><u>Participant</u> - A person who has directly participated in an ECA exchange program. Note that participants also include ECA’s Office of Private Sector Exchange’s (ECA/EC) “Exchange Visitors.”</p>	0	To be completed by the applicant	<p>Survey (self-reported)</p> <p><i>NOTE: Question 1 is also included in Indicator 4.0.01 and 4.0.05. If at least two of those questions are to be included in a survey, question 1 can be asked once, with two multiple follow-up questions based on an affirmative response.</i></p> <p>Did you increase your personal and/or professional skills as a result of your participation in this program?</p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul> <p>If YES:</p>	Post-Program	Award recipient

	<p><b>Count Frequency</b> Each participant should only be counted once in the reporting year following their program completion.</p> <p><b>Calculations</b> To determine the percent value, numerator is number of respondents who select at least one answer option except for “none of the above skills” in the second question while the denominator will be the total number of survey respondents. Divide the numerator by the denominator and then multiply by 100 for the percent value.</p>			<p>Please select the personal skills you increased. <i>Select all that apply.</i></p> <ul style="list-style-type: none"> <li>• Leadership skills</li> <li>• Communication skills</li> <li>• Listening skills</li> <li>• Self-awareness</li> <li>• Self-initiative</li> <li>• Self-confidence</li> <li>• Resourcefulness</li> <li>• Decision-making skills</li> <li>• Problem-solving skills</li> <li>• Other: _____ [write-in]</li> <li>• None of the above skills</li> </ul>		
E4.0.05: Percent of participants who report an increase in technical skills as a result of exchange program participation	<p><b>Technical skills</b> - Knowledge and ability to perform specific tasks. Examples of technical skills include project management, project management, entrepreneurship, journalism, teaching instruction, science, technology, engineering and mathematics (STEM) competence.</p> <p><b>Participant</b> - a person or group of persons that has directly participated in, and benefits from, an ECA exchange program. Note that participants also include ECA’s Office of Private Sector Exchange’s (ECA/EC) “Exchange Visitors.”</p> <p><b>Count Frequency</b></p>	0	To be completed by the applicant	<p>Survey (self-reported data)</p> <p><i>NOTE: Question 1 is also included in Indicator 4.0.01 and 4.0.03. If at least two of these questions are to be included in a survey, question 1 can be asked once, with two multiple follow-up questions based on an affirmative response.</i></p> <p>Did you increase your personal and/or professional skills as a result of your participation in this program?</p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul> <p>If YES:</p> <p>Please select the professional skills you increased. <i>Select all that apply.</i></p>	Post-Program	Award recipient

	<p>Each respondent should only be counted once in the reporting year following their program completion.</p> <p><b>Calculations</b> To determine the percent value, numerator is number of respondents who select at least one answer option EXCEPT for “none of the above skills” in the second question while the denominator will be the total number of survey respondents. Divide the numerator by the denominator and then multiply by 100 for the percent value.</p>			<ul style="list-style-type: none"> <li>• Project management skills</li> <li>• Business management skills</li> <li>• Entrepreneurship skills</li> <li>• Journalism skills</li> <li>• Teaching skills</li> <li>• Science competence</li> <li>• Technology competence</li> <li>• Engineering competence</li> <li>• Mathematics competence</li> <li>• Other: _____ [write-in]</li> <li>• None of the above skills</li> </ul>		
<b>ECA Sub-Objective 4.1:</b> Participants engage in language, academic, professional, and cultural exchange programs						
E4.1.01: Total number of participants	<p><b>Participant</b> - A person who has directly participated in an ECA exchange program. Note that participants also include ECA’s Office of Private Sector Exchange’s (ECA/EC) “Exchange Visitors.”</p> <p><b>Counting Frequency</b> Each participant should only be counted once per semi-annual reporting cycle following their program completion.</p>	0	To be completed by the applicant	Administrative data from award recipients	Annually	Award recipient
E4.1.02: Total number of program cohorts	<p><b>Program cohort</b> - A group of participants hosted separately under a program umbrella and following a set course of activities and/or study. For instance:</p> <ul style="list-style-type: none"> <li>• IVLP is a program – each individual IVLP project conducted in a</li> </ul>	0	To be completed by the applicant	Administrative data from award recipients	Annually	Award recipient

	<p>year would be considered a sperate cohort.</p> <ul style="list-style-type: none"> <li>PFP is a program – the two groups of participants PFP brings to the US each year are each considered separate cohorts.</li> </ul> <p><b>Counting Frequency</b> Each cohort should only be counted once per semi-annual reporting cycle following its completion.</p>					
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**ECA Objective 5:** Increase the contribution of exchange programs to local economies in the U.S., and engagement of U.S. businesses, non-governmental organizations, and educational institutions in ECA programming

**ECA Sub-Objective 5.3:** Exchange participants support local economy during their visit

E5.3.01: Amount of U.S. dollars spent by foreign exchange participants during their exchange	<p><u>Participant</u> – A person who has directly participated in an ECA exchange program. Note that participants also include ECA’s Office of Private Sector Exchange’s (ECA/EC) “Exchange Visitors.”</p> <p><b>Count Frequency</b> Each respondent should only be counted once in the reporting year.</p> <p><b>Calculations</b> Participants will complete a survey question that will request participants to report a whole dollar amount in U.S. dollars spent on food, travel, leisure, and merchandise during the program.</p> <p>This indicator also requests disaggregation based on a participant’s placement state. This only applies if an exchange participant</p>	N/A	N/A	<p>Survey (self-reported data)</p> <p>Approximately how much money did you spend on food, travel, leisure, and/or merchandise while in the United States for your exchange program? This should include any stipend money that you spent. Please estimate to the nearest dollar and use numbers only (no symbols).</p> <p>Fill in the blank: _____ [validate as numeric]</p>	Post-Program	Award recipient
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	was based in one state for more than one month; for example, for IVLP participants, the placement state would not need to be reported.					
<b>ECA Objective 8:</b> Enhance the quality and effectiveness of ECA programs by leveraging the Bureau’s resources, policy, and stakeholder relationships						
E8.0.01: Dollar amount (\$) spent on monitoring and evaluation activities	<p><b>Award recipient</b> - An entity that undertakes the work of the ECA Bureau programs, using ECA funding under a formal legal agreement. For ECA Exchange Visitor Programs, these entities are called Exchange Sponsors, which are not ECA-funded, and consist of public, private, or nonprofit entities designated by the Department of State to support persons involved in exchange program activities or events.</p> <p><b>Count Frequency</b> Each award recipient should provide estimated monitoring and evaluation expenses for each ECA award once per reporting period.</p> <p><b>Calculation</b> This figure can include fees to any sub-contractors conducting M&amp;E on behalf of the ECA program. This can also include the salaries of award recipient and ECA personnel, but only for the time they spend on M&amp;E of ECA awards. For salaries, can estimate the number of hours spent on M&amp;E</p>	N/A	N/A	<p>Administrative records</p> <p>What is the total dollar amount related to monitoring and evaluation for this ECA award (for programmatic, non-financial reasons) during this reporting period? Please estimate to the nearest dollar.</p> <p>Fill in the blank: _____ [validated as numeric]</p> <p>See “M&amp;E Budget Tracking Guidance” document on the MELI website for the list of activities that constitute monitoring and evaluation</p>	Semi - Annually	Award Recipient

	activities for the reporting period and multiply by the salary figures.					
E8.0.03: Response rate for participant surveys	<p><u>Participant</u> - A person who has directly participated in an ECA program. Note that participants also include ECA’s Office of Private Sector Exchange’s (ECA/EC) “Exchange Visitors.”</p> <p><b>Counting Frequency</b> Response rates will be calculated and reported semi-annually on surveys that <u>closed</u> (i.e. ceased allowing respondents to respond) in that six-month period, even if the survey opened in the previous six-month period. This may be a single survey or an aggregation, if more than one survey closed in that six-month period. Each survey invitation should be counted once, and each response (if received) should be counted once.</p> <p><b>Calculations</b> The response rate will be calculated by dividing the number of survey responses received by the number of survey invitations issued (sent by email or directly invited in some other way). Note that “survey responses” will include cases in which any portion of a survey was returned (at least one piece of response data provided). It will not include cases where respondents opened</p>	N/A	N/A	Survey Records	Semi-Annually	Award Recipient

	the survey and opted out by selecting the option not to continue on the opening consent screen.					
<b>Applicant Objective 1: To be completed by the applicant</b>						
Indicator	To be completed by the applicant	To be completed by the applicant	To be completed by the applicant	To be completed by the applicant	To be completed by the applicant	To be completed by the applicant
<b>Applicant Objective 2: To be completed by the applicant</b>						
Indicator	To be completed by the applicant	To be completed by the applicant	To be completed by the applicant	To be completed by the applicant	To be completed by the applicant	To be completed by the applicant

**Program Goal:** Use hip-hop music, dance, and art to foster cross-cultural creative exchange in diverse communities, to promote understanding and conflict transformation, and to support professional development of artists.

### III. PROPOSAL CONTENTS

Applicants should submit a complete and thorough proposal describing the program in a convincing and comprehensive manner.

Since there is no opportunity for applicants to meet with reviewing officials, the proposal should respond to the criteria set forth in the solicitation and other guidelines as clearly as possible.

Proposals should address succinctly, but completely, the elements described below and must follow all format requirements.

**NOTE:** Proposals submitted through Grants.gov may only be submitted in the following formats:

- Microsoft Word
- Microsoft Excel
- Adobe Portable Document Format (PDF)
 

Prior to submitting applications through Grants.gov, please ensure you meet all Grants.gov system and software requirements, including Adobe software compatibility. You can verify if your version of Adobe software is compatible with Grants.gov, by visiting <https://www.grants.gov/web/grants/applicants/adobe-software-compatibility.html>.
- ASCII Text
- Joint Photographic Experts Group (JPEG images)

Proposals should include the following items. All documents should be appropriately and clearly titled.

- Online Forms**
- SF-424, “Application for Federal Assistance”



- SF-424A, Budget Information – Non-Construction Programs
- SF-424B, “Assurances – Non-Construction Programs”
- Include other attachments, if applicable, such as indirect agreements, form 990, SF-LLL, etc.

## **Program Narrative**

### **Executive Summary (One page)**

In one double-spaced page, provide the following information about the project:

1. Name of organization/participating institutions
2. Beginning and ending dates of the program
3. Proposed theme
4. Nature of activity
5. Funding level requested from the Bureau, total program cost, total cost-sharing from applicant and other sources
6. Scope and Goals
  - a. Number and description of participants
  - b. Wider audience benefiting from program (overall impact)
  - c. Geographic diversity of program, both U.S. and overseas
  - d. Fields covered
  - e. Anticipated results (short and long-term)

### **Narrative**

In no more than 20 double-spaced, single-sided pages, provide a detailed description of the project addressing the areas listed below.

1. Vision (statement of need, objectives, goals, benefits)
2. Participating Organizations
3. Program Activities (advertisement, recruitment, orientation, academic component, cultural program, participant monitoring)
4. Program Evaluation
5. Follow-on
6. Project Management
7. Work Plan/Time Frame

## **Additional Information to be Submitted**

- Detailed Budget (See III. Budget section for additional info.)
- Calendar of activities/itinerary, if applicable
- Letters of endorsement
- Resumes and CVs (resumes of all new staff should be included in the submission; no resume should exceed two pages.)
- First Time Applicant Attachments, if applicable.

## BUDGET

All budget guidelines must be followed. The budget should indicate any cost sharing in the form of in-kind or cash contributions to the program from sources other than the Department of State. See standard guidelines in the Proposal Submission Instructions (PSI) in the Solicitation Package for information on cost sharing and the cost of audits.

The total Department of State-funded budget should not exceed \$1,200,000, pending the availability of FY 2022 funds. The Bureau urges applicant organizations to keep overhead costs as low and reasonable as possible. Proposals should show strong cost sharing contributions from the applicant organization and other sources. The Bureau reserves the right to reduce, revise, or increase proposal budgets based on the needs of the program and the availability of U.S. Government funding.

Please be sure to include a **Summary Budget** on a separate page before the line-item budget. Following the line-item budget, please include a **Budget Narrative** that concisely explains how costs were calculated and the rationale for including them in the budget.

Your proposed budget should include, but may not be limited to, the following program expenses:

- Your proposed budget should include, but may not be limited to, the following program expenses:
- Maximum limits on cooperative agreement funding are as follows:  
Books and educational materials allowance of \$100 per artist/participant; conference room rental costs of up to \$250 per day per room; consultant/interpreters/group coordinators/escorts fees and honoraria of up to \$300/day; cultural allowance of \$150 per participant; honoraria for foreign Fellows of \$200/day; per diem at standard government rates; evaluation costs of up to 5% of the total budget. Organizations are encouraged to cost-share any rates that exceed these amounts;
- Domestic and international travel for participants and staff, including transit costs if applicable (travel must comply with the Fly America Act); COVID-related testing requirements;
- Airport taxes and country exit fees;
- Shipping and handling for materials;
- Excess and overweight baggage fees (excess baggage estimates may be subject to change once actual programs are scheduled);
- Visa fees for the American participants;
- Subaward recipient organizations may be used, in which case the written agreement between the prospective award recipient and

subaward recipient should be included in the proposal. Subawards must be itemized in the budget under General Program Expenses;

- Press kits and promotional materials, trip itinerary booklets, educational materials, and presentation items; and
- Other justifiable expenses related to program activities including but not limited to translation of outreach and/or educational materials and if necessary, COVID risk mitigation hygiene/safety supplies.

### **ADHERENCE TO ALL REGULATIONS GOVERNING THE J VISA**

The Bureau of Educational and Cultural Affairs places critically important emphases on the security and proper administration of Exchange Visitor (J visa) Programs and adherence by award recipients and sponsors to all regulations governing the J visa. Therefore, proposals should demonstrate the applicant's capacity to meet all requirements governing the administration of Exchange Visitor Programs as set forth in 22 CFR 62, including the oversight of Responsible Officers and Alternate Responsible Officers, screening and selection of program participants, provision of pre-arrival information and orientation to participants, monitoring of participants, proper maintenance and security of forms, record-keeping, reporting and other requirements.

ECA will be responsible for issuing DS-2019 forms to participants in this program. A copy of the complete regulations governing the administration of Exchange Visitor (J) programs is available at <http://J1visa.state.gov> or from:

Office of Designation, Private Sector Programs Division  
U.S. Department of State  
SA-4E (Bldg. 3)  
2430 E Street, NW  
Washington, DC 20037

Please refer to Solicitation Package for further information.

### **APPLICATION SUBMISSION**

The solicitation document indicates the date the complete proposal is due and the manner in which proposals must be submitted. **There are NO EXCEPTIONS to this deadline.** For further information regarding this program, contact Programs Officer Jill Staggs in the Cultural Programs Division at [staggsjj@state.gov](mailto:staggsjj@state.gov) or (301) 602-2182.

(END)